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ABSTRACT

This curriculum guide is designed to be used in conjunction with the text, "Artes Latinae," units 11-17. The course focuses on the listening, speaking, reading, and writing skills as well as on cultural background material. Attention is also paid to developing a positive student attitude toward language learning. The student moves at his own pace through a series of lessons designed so that he may advance himself step-by-step toward comprehension of the structure and vocabulary of the language. Content covered is small, but well controlled. The guide includes a statement of the broad goals and objectives for the course, an inventory of the grammatical problems treated in each unit, suggestions for the expansion of material, a list of suggested classroom activities and sample evaluations. (PM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

PROGRAMMED LATIN I

Part 2

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE DESCRIPTION

The student will move at his own pace through a series of lessons designed so that he may advance himself step-by-step at his own rate of learning toward comprehension of the structure of the language and vocabulary. Content covered is small but well-controlled as are all programmed texts, but explanations and the use of correlating multi-media add richness to the program. This course is designed to be used in conjunction with the text, Artes Latinae, Units 11-17.

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 75% proficiency by a majority of the class unless otherwise specified.

I. Listening Skills: According to his level of maturity and achievement, the learner will listen and imitate the speech of the speaker on the tape.

II. Speaking Skills: According to his level of maturity and achievement, the learner will:

A. Recite paradigms.

1. Given the nominative singular form of the word, the student will say the nominative, accusative and ablative paradigm, singular and plural.

a. Question words -- quis/quid; qualis/quale

b. Pronouns -- hic/haec/hoc; ille/illa/illud

2. Given the nominative singular form of any noun or adjective, and told to which declension it belongs, the student will say the nominative, accusative and ablative paradigm, singular and plural.

B. Answer the question, Quid agit?, with the verb of the sentence when asked a question in Latin.

C. Answer with the correct word when shown a picture with one of two things illustrated and asked a question using uter/utra/utrum.

III. Reading Skills: According to his level of maturity and achievement, the student will:

A. Translate any Basic Sentence with either the literal or poetic meaning.

B. Translate a sentence using any form of the present participle.

C. Recognize derivatives. When given an English word, the student will give the Latin root word; when given the Latin root word, the student will give the English derivative.

D. Recognize the vocabulary for identification of an action, thing, virtue, place, animal, vice, part of body, or human when given a Latin word or shown a picture.

IV. Writing Skills: According to his level of maturity and achievement, the student will:

A. Distinguish the different types of Latin sentences.

1. s-m-t
2. s-tur
3. s-s-est

B. Write paradigms in the nominative, accusative and ablative cases, singular and plural, when given the word or declension to which it belongs.

1. Nouns and adjectives of any declension.
2. Question words
   a. quis/quid
   b. qualis/quale

3. Pronouns

a. hic/haec/hoc

b. ille/illa/illud

C. Write the Latin of any Basic Sentence, when given either the first letter of each word or the English translation.

D. Identify the gender of any Latin word when given the paradigm.

E. Transform a sentence from active to passive or passive to active.

F. Answer with the correct word or phrase in Latin when given any Basic Sentence and a question using a question word or phrase.

V. Values and Behavior Patterns of the Target Culture:

According to his level of maturity and achievement, the student will:

A. Recognize the similarities and differences between the customs of the American family and the Roman family as evidenced by a written enumeration and description of three in each category.

B. Identify five activities commonly engaged in by the Roman family.

VI. Attitudes: The student will:

A. State various reasons for studying Latin.

B. Pursue actively further study of Latin and Roman culture, as evidenced by seeking additional knowledge, joining the Latin Club, collecting evidence of classical influence on modern life, etc.

C. Sign up for further courses of Latin.

COURSE OUTLINE

I. Unit 11

A. Passive verb - tur form

1. ā plus ablative

2. Ab plus ablative

3. ā quō and ab quō questions

B. Transformation

1. s-m-t sentence to s-tur sentence.

2. passive to active

3. active to passive

C. Basic Sentences

1. ā cane non magnō saepe tenētur aper.

2. Amicus certus in rē incertā cernitur.

II. Unit 12

A. Question words

1. quid for non-personal noun

2. qualis, quale which elicits adjective.

3. Quid agit? which elicits an action of the subject.

B. Paradigms of question words

1.	quis	quid
	quem	quid
	quō	quō
2.	qualis	quale
	qualem	quale
	qualī	qualī

C. Neuter nouns of Second and Third declension -- singular only

D. Basic Sentences

1. Numquam peric'lum sine peric'lō vincitur.
2. Nemo sine vitiō est.
3. Sapientia vinō obumbratur.
4. Mens regnum bona possidet.
5. Auctor opus laudat.

III. Unit 13

A. Concept of gender

B. Basic Sentences

1. Mens sana in corpore sanō
2. Et genus et formam Regina Pecunia donat.
3. Insanus mediō flumine quaerit aquam.
4. Rem non spem, factum non dictum, quaerit amicus.
5. Habet suum venenum blanda oratio.
6. A fonte purō pura defluit aqua.

IV. Unit 14

A. Plural of first and second declension nouns and adjectives in the nominative, accusative and ablative.

B. Basic Sentences

1. Aquila non capit muscas.
2. Religio deos colit, superstitio violat.
3. Malō in consiliō feminae vincunt viros.
4. Crudelis lacrimīs pascitur, non frangitur.

V. Unit 15

A. Plurals of third, fourth and fifth declension nouns and adjectives in the nominative, accusative and ablative

B. Basic Sentences

1. Fortes Fortuna adjuvat.

2. Fortuna fortes metuit, ignavos premit.

3. Stulti timent Fortunam, sapientes ferunt.

4. Ex auribus cognoscitur asinus

5. Puras Deus, non plenas, aspicit manūs.

C. Plural of quis.

VI. Unit 16

A. Plurals of neuter nouns of second and third declension in the nominative, accusative and ablative.

B. Basic Sentences

1. Ducunt volentem Fata, nolentem trahunt.

2. Magna di curant, parva neglegunt.

3. Parva leves capiunt animos.

4. Fata regunt orbem; certā stant omnia lege.

C. Present participle.

D. Plural of qualis/quale.

VII. Unit 17

A. s-s-est sentences

B. Paradigms, singular and plural

1. hic/haec/hoc

2. ille/illa/illud

C. Basic Sentences

1. Vita vinum est.
2. Oculi sunt in amore duces.
3. Deus judex justus, fortis, et patiens.
4. Ars longa, vita brevis.
5. Ira furor brevis est.
6. Forma bonum fragile est.
7. Credula res amor est.
8. Leges sine moribus vanae.

D. Vocabulary of identification

1. actio
2. res
3. virtus
4. locus
5. animal
6. vitium
7. membrum
8. homo

E. Question word -- uter/utra/utrum.

VIII. English Derivatives

SUGGESTED ACTIVITIES

1. The filmstrip, Vita Cotidiana, available from Encyclopedia Britannica is designed to be used in connection with Unit 17. There is much vocabulary the students haven't had yet, but most of the words have familiar English derivatives. The students have had all the constructions with two exceptions -- in with the accusative and the phrase post Christum natum. This is an excellent tool to help the students learn to recognize new words in context as most of their reading to date has been in short sentences.

2. The Basic Sentence filmstrips can be used at any time to review Basic Sentences or question words.

3. Dictation can be used at this point to reinforce the sounds of Latin.

4. Since this section introduces the passive voice, it is an excellent opportunity for transformation drills. The book does many of these, particularly in Unit 11. Old Basic Sentences, such as Marus manum lavat, can be transformed to Manus manū lavatur. Unit 12 has many types of drills and the teacher should add more for further reinforcement.

5. After the plurals of nouns have been taught, the teacher can again use the transformation drill to reinforce plural case endings. Unit 14 has many frames of this type of drill.

6. The student should continue to keep the Reference Notebook. If necessary, the teacher should grade these notebooks to see they are kept up-to-date.

7. There are standardized tests for each Unit. A student should score 85% or higher to be considered passing. The method of grading is left to the discretion of the teacher. The standard curve (i.e. 94-100 A; 86-93 B; 78-85 C; 70-77 D; below 70 F) may be used if the teacher does not want to retest on any particular Unit.

8. Basic Sentences may be kept on 3 x 5 cards for easy reference. Since all vocabulary, or practically all, is taught by the use of Basic Sentences, it is imperative that the students learn them thoroughly and can reproduce them on command.

9. The teacher should give the students many paradigms to write for practice. These case endings are essential and many students will not learn them completely unless pressure is brought on them. A few minutes each period could be devoted to this type of exercise.

10. Lists of English derivatives can be found at the end of each Unit outline in the Teacher's Manual which accompanies the book.

11. The text constantly decreases the amount of drill available to the students in all areas, but the teacher must be alert to the possibility that some students will need more and provide this. Quick quizzes on assigned frames can determine if the student needs additional help.

EXPANSION OF MATERIAL

1. Using the phrase "Quid agit?" the teacher can have the students play a game similar to Charades or may introduce the words for classroom activities, e.g. closing the door, opening the door, walking, jumping, etc. Many of the verbs the students have had in the texts. This could also be used to expand the use of the present participle.

2. Continuing the cultural expansion suggested in Quin I is desirable. The area of emphasis in this part would be Roman family life. This could be expanded to include daily activities, the members of the family, eating habits, etc. The films listed in the Reference Section reflect this cultural aspect. The teacher is also referred to Dade County Curriculum Bulletin 20P-1, Orientation to the Humanities for additional vocabulary and activities in this area.

3. The teacher can elaborate on the authors introduced in each Unit. Additional information on Cicero, Ovid, Publilius Syrus, Seneca, Horace, Juvenal and Martial is generally interesting and sets the sentence in context. This information is available in many books, some of which are listed in the Reference Section.

EVALUATIONS

Listening Skills: Instrument for measuring behavioral objective I.

You will hear a voice on tape pronouncing two vowel sounds, one of which is long and one or which is short. You are to circle on your answer sheet which vowel you hear.

1. a ā
2. e ē
3. i ī
4. o ō
5. u ū

Speaking Skills: Instrument for measuring behavioral objectives IIC and IVB-3a,b.

You will be shown pictures depicting two types of animal, two people or two things. A question will be asked. Mark the correct choice on your answer sheet.

1. Uter vir est hilaris, hic an ille?	hic	ille
2. Uter judex est eloquens, hic an ille?	hic	ille
3. Utra rana est magna, haec an illa?	haec	illa
4. Utrum animal est crudele, hoc an illud?	hoc	illud
5. Utrum animal est stultum, vulpes an asinus?	vulpes	asinus
6. Utrum animal est sapiens, vulpes an asinus?	vulpes	asinus

Reading Skills: Instrument for measuring behavioral objective IIIA.

Translate the following Basic Sentences.

1. A cane non magnō saepe tenetur aper.
2. Nemo sine vitiō est.
3. Auctor opus laudat.
4. Religio deos colit, superstitio violat.
5. Stulti timent Fortunam, sapientes ferunt.

Writing Skills: Instrument for measuring behavioral objective IVF. Write the correct answer to each question, using the Basic Sentence as a guide. Keep your answer in the same case and number as the question word.

1. Mens sana in corpore sanō. Quale corpus possidet mens sana?
2. Aquila non capit muscas. Ā quibus animalibus non premuntur muscae?
3. Fortes Fortuna adjuvat. Ā quō auxilium donatur?
4. Malō in consiliō feminae vincunt viros. Qualibus in consiliīs feminae vincunt viros?
5. Mens regnum bona possidet. Quales mentes regna possident?

Culture: Instrument for measuring behavioral objective VB. Answer True or False to the following statements about the Roman family.

1. The mother did most of the shopping for the family.
2. Many markets were open-air.
3. Meats and other perishable items were preserved in ice.
4. The father very rarely went to work.
5. All boys and girls went to school.
6. Girls were given a practical education.
7. The family often went to the theater and arena for entertainment.
8. Boys learned Greek in school.

Attitudes -- Performance Objective

This is difficult to evaluate except for the students' active interest in the language in all its phases and in the people who spoke it. He should display an attitude of sympathetic understanding toward the culture, its people, and its language. He should demonstrate his awareness of some of the many reasons for studying Latin and perhaps th best way to evaluate this would be by his desire to continue his study of the language. To facilitate as objective an evaluation as possible, the following guide for noting activities of each student could be kept.

Name	Participates in discussion groups		Takes positive attitude		Seeks projects		Is member of language club	Does research	Registers for another Latin class	
	3/4		2/5		9/8		9/7	10/5	3/5	
1. Jones, Mary	E		✓		✓		E	–	E	

Key

E -- Excellent
✓ -- Acceptable
– -- Unacceptable

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Johnston, Mary. Roman Life. Chicago, Illinois: Scott, Foresman and Company, 1957.

Masciantonio, Rudolph. Teacher's Guide to Artes Latinae. Philadelphia, Pennsylvania: The School District of Philadelphia, 1970.

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Stobart, J.C. The Grandeur That Was Rome. New York: Hawthorn Books, 1961.

Sweet, Waldo. Artes Latinae, Level One, Books One and Two. Chicago, Illinois: Encyclopedia Britannica, 1966.

Tanzer, H.H. The Common People of Pompeii. Baltimore, Maryland: Johns Hopkins Press, 1939.

Wilson, L.M. The Clothing of the Ancient Romans. Baltimore, Maryland: Johns Hopkins Press, 1938.

AUDIO-VISUAL MATERIALS

Filmstrips

Basic Sentence Filmstrips. Encyclopedia Britannica Films, 1966. 5 filmstrips.

Roma Antiqua. Encyclopedia Britannica Films, 1966. 5 filmstrips.

Motion Pictures

Claudius, Boy of Ancient Rome. Encyclopedia Britannica, 1964. 17 min. C.

Life in Ancient Home. Encyclopedia Britannica, 1964. 14 min. C.

Life in Ancient Rome: The Family. Coronet, 1960. 11 min. C.

Roman Life in Ancient Pompeii. Sutherland, 1962. 16 min. C.

Tapes

Coordinated Drill Tapes. Encyclopedia Britannica Films, 1966. 15 tapes.